

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 2 ELA UNIT CONNECTED TO SOCIAL STUDIES (INTERDEPENDENCE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of

thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.

Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part

Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.03 Distinguish between wants and needs.
- K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
- K.05 Explain the benefits of saving money.
- K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.
- K.07 Give examples of how people use money to make purchases.
- K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.
- K.15 Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.
- K.16 Explain the purpose of rules and laws.

Grade 1

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
- 1.07 Distinguish how people are consumers and producers of goods and services.
- 1.08 Determine the difference between basic wants and needs and provide examples of each.
- 1.09 Assess factors that could influence a person to use or save money.
- 1.15 Identify the Governor and the President and explain their roles.
- 1.17 Distinguish the differences between rules and laws and give examples of each.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.

- 1.20 Recognize that a mayor is the leader of a town/city and explain his/her role.

Grade 2

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.07 Differentiate between imports and exports.
- 2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.
- 2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.
- 2.22 Recognize that Tennessee has a constitution, which is the basis for our state's laws.
- 2.23 Describe the three branches of U.S. government and the basic role of each.
- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

Grade 3

- 3.17 Compare and contrast how goods and services are exchanged on local and regional levels.
- 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.
- 3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.
- 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.
- 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population; spread of disease (smallpox); increased conflict; loss of territory; and increase in trade.
- SSP.06 Develop geographic awareness by determining relationships among people, resources, and ideas based on geographic location.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled 'Differentiation for ALL Students' offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled 'Differentiation for Specific Needs' provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students' strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students' learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the [TN Differentiation Handbooks](#), [Dyslexia Resource Guide](#), and [Teaching Literacy in Tennessee: English Learner Companion](#).

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.


Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.



Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

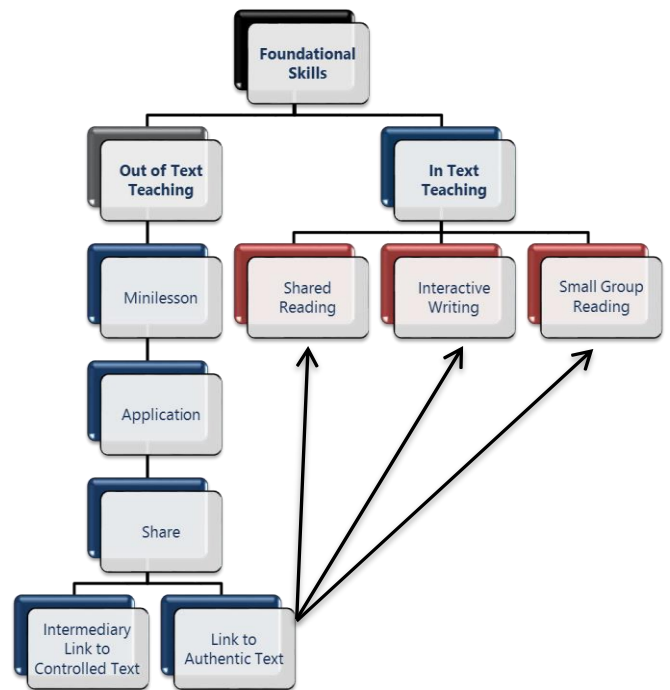
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out-of-text and in-text teaching.



Structures for Academic Talk and Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Interdependence

Unit Concept:

Interdependent Relationships and Systems in our Country

Enduring Understanding:

Interdependent relationships in government and economic systems help our country function.

Essential Question:

What systems and relationships help our country function?

Disciplinary Understandings:

Our government functions as three interdependent branches that have different, equally important roles.

All U.S. citizens have Constitutional rights and responsibilities that are connected to democratic principles and protected by laws.

Producers and consumers depend on each other.

Guiding Questions:

What are the parts of the U.S. Government, and how do they function? What rights and responsibilities do U.S. citizens have, and where do they “come from”? How are producers and consumers interdependent?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

End-of-Unit Task:

Your principal wants to create a School Constitution. Since you are now the president of the Student Government Council, it's your job to write a proposal for what the three branches of your student government will do, what the constitution should include, and how you will create an economy of producers and consumers that will benefit all students. In the section about the School Constitution, be sure to write a detailed description of the School Constitution and how the three branches of government will function, be responsible for governing the citizens in your school, and work together. In the section about the economy, explain how you will create an economy of producers and consumers within the school.

In each section of your proposal be sure to:

- introduce the topic of the section;
- use facts and definitions about our government's constitution, branches, and economy to provide information about your proposal;
- use vocabulary from the unit; and
- provide a concluding statement to each section.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

The U.S. Constitution: Introducing Primary Sources (SR)

We the People: The Constitution of the United States (IRA)

What are the Branches of Democracy? (SR)

“Americans’ Rights and Responsibilities” (SR)

Bill of Rights in Translations: What it Really Means (IRA)

“How a Bill Became a Law” (SR)

What are Producers and Consumers (IRA)

Ox Cart Man (IRA)

How to Make an Apple Pie and See the World (SR)

Miss Lady Bird's Wildflowers: How a First Lady Changed the World (IRA)

UNIT CONTENT GOALS

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Second Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)

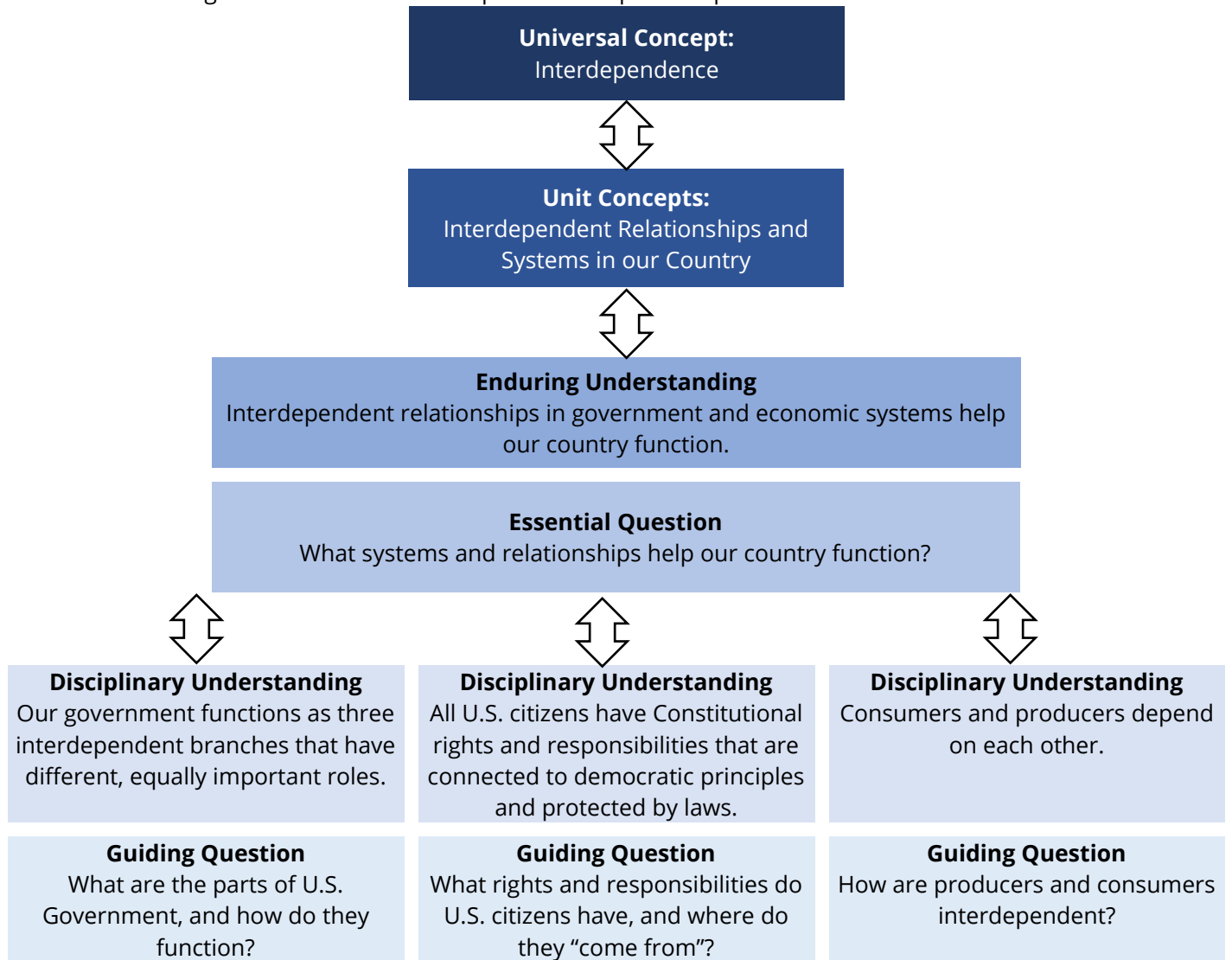


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this unit starter. The diagram below outlines the specific concepts and questions for the Second Grade Unit Starter.



Related Standards

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.
- 2.23 Describe the three branches of U.S. government and the basic role of each.
- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are connected to the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.KID.2 Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text.
- 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
- 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
- 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
- 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
- 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

ALIGNED STANDARDS: LITERATURE

- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

ALIGNED STANDARDS: WRITING

- 2.W.T TP.1 Write opinion pieces on topics or texts.
- Introduce topic or text.
 - State an opinion.
 - Supply reasons to support the opinion.
 - Use linking words to connect the reasons to the opinion.
 - Provide a concluding statement or section.
- 2.W.T P.2 Write informative/explanatory texts.
- Introduce a topic.
 - Use facts and definitions to provide information.
 - Provide a concluding statement or section.

ALIGNED STANDARDS: SPEAKING & LISTENING

- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.SL.PK.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONNECTED STANDARDS: SOCIAL STUDIES

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.
- 2.23 Describe the three branches of U.S. government and the basic role of each.
- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>The U.S. Constitution: Introducing Primary Sources</i>	Kathryn Clay
<i>We the People: the Constitution of the United States</i>	Peter Spier
<i>What are the Branches of Democracy</i>	Ann Matzke
"Americans' rights and responsibilities"	NewsELA Staff Writer
<i>Bill of Rights in Translation: What It Really Means</i>	Amie Leavitt
"How a Bill Becomes a Law"	NewsELA Staff Writer
<i>What are Producers and Consumers</i>	Marcia Lusted
<i>Ox-Cart Man</i>	Donald Hall
<i>How to Make an Apple Pie and See the World</i>	Marjorie Priceman
<i>Miss Lady Bird's Wildflowers: How a First Lady Changed America</i>	Kathi Appeti

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>My Senator and Me: A Dog's Eye View of Washington, D.C.</i>	Senator Edward M. Kennedy
<i>Carl the Complainer</i>	Michelle Knudsen
<i>Abuela's Weave</i>	Omar Castaneda
<i>America: A Patriotic Primer</i>	Lynne Cheney
<i>Grace for President</i>	Kelly DiPucchio
<i>D is for Democracy</i>	Elissa Grobin
<i>A More Perfect Union: The Story of Our Constitution (SR)</i>	Betsy Maestro
<i>Her Right Foot (SR)</i>	Dave Eggers
<i>Homer Price (The Doughnuts)</i>	Robert McCloskey
<i>The Purple Coat</i>	Amy Hest
<i>A New Coat For Anna</i>	Harriet Ziefert
<i>Our Corner Grocery Store</i>	Joanne Schwartz
<i>Uncle Jed's Barbershop</i>	Margaree Mitchell
<i>Gabriel Gets a Great Deal</i>	Lisa Bullard
<i>You and Me and Home Sweet Home</i>	George Lyon
<i>Caps for Sale</i>	Esphyr Slobodkina
<i>Grandpa's Corner Store</i>	Dyanne Disalco-Ryan
"The United States Constitution"	ReadWorks.org

Differentiation for ALL Students: Vocabulary acquisition is a critical component of reading comprehension. Students benefit from integrated vocabulary instruction, moving beyond memorization of definitions.

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
Constitution ratified protest Representatives compromise population	union justice tranquility promote welfare posterity establish	branches rights legislative executive judicial government elect vote fairly	responsibility accused	wealthy prohibiting assemble criticizing affirmation compelled consent
Day 6	Day 7	Day 8	Day 9	Day 10
obtaining accused excessive delegated deny	bill process lawmakers citizen committee veto ideas	interdependence	wealth economic resource economy resources advertising generate convince	collected sheared villages wove tucked
Day 11	Day 12	Day 13		
bound superb native acquaintance coax	cluttered enchanted soothed companions ceremony dismal implored	politics dismal thrive boundless mourning landscapes		

THE U.S. CONSTITUTION: INTRODUCING PRIMARY SOURCES – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT		Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.
Text: <i>The U.S. Constitution: Introducing Primary Sources</i> Question Sequence: First Read Instructional Strategy: Shared Reading		
TEXT COMPLEXITY ANALYSIS		Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.
QUANTITATIVE COMPLEXITY MEASURES		
600L		
QUALITATIVE COMPLEXITY MEASURES		
TEXT STRUCTURE		LANGUAGE FEATURES
The text structure is moderately complex. The text utilizes a table of contents and dedicated chapters for each major event in history that led to the formation of the United States Constitution. Primary sources such as photographs, articles, and documents further enhance the reader's understanding of the content.		The language features are moderately complex. The sentence structure supports both simple and compound sentence structures, with content specific vocabulary, such as Constitution, Representatives, and colonies, supported in subsequent sentences.
MEANING/PURPOSE		KNOWLEDGE DEMANDS
The purpose of the text is slightly complex. The author explicitly states the meaning of the text, which is to build background knowledge around the historical events that led to the formation of the United States Constitution.		The knowledge demands for this text are moderately complex. The content presented relies on some practical knowledge that the United States went through a series of historical events that led to the creation of the United States Constitution, and that it still exists today.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that there was a reason the Constitution was written and that it took time and negotiation for it to become law. Students will also understand that since the Constitution was written, amendments have been added to give equal rights to all people.

To achieve this understanding, students will:

- use primary sources and text features to explain how we know what happened during the time the Constitution was written, ratified, and amended;
- identify the main topic of different sections of the text in order to describe connections between sections of the text;
- identify that the author's purpose in explaining that there were amendments added to the Constitution in order to give equal rights to all people; and
- write to inform about the significance of the U.S. Constitution becoming our nation's guiding document. create and label a timeline of at least four key events that led to the creation of the United States Constitution;

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching "transportation" as a noun may be known to students. Then, it might be linked to "transport" as a verb and "portable" as an adjective.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- Constitution (explicit)
- ratified (explicit)
- protest (embedded)
- representatives (embedded)
- compromise (embedded)
- population (embedded)

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student's development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

DAILY TASK

Imagine there are some people coming to visit our school from another country. They have never heard about our Constitution or why we have one. In this text we have learned about a sequence of events that caused the U.S. Constitution to be our nation's guiding document. As you have listened to the text, how did the sequence of events lead us to the U.S. Constitution, and why were these events so important? You are writing to inform our visitors about all that had to happen in order for the Constitution to become our nation's guiding document, what it is, and why it is so important. In your informational writing, be sure to:

- introduce your topic;
- use facts and definitions to provide information about what the Constitution and amendments are and why they are important;
- write about at least two important events that led to the Constitution and why they were important; and and
- provide a concluding statement or section.



Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.


POSSIBLE STUDENT RESPONSE

The U.S. Constitution is our nation's guiding document. That means it is the law of our land. It is a group of laws that explains what we can and cannot do. We also have things called amendments. These amendments are added to our Constitution to protect the individual rights of all people. Many things occurred before the Constitution was ratified, or made official. The founding fathers had to come together and discuss what would be in the Constitution. They often disagreed and proposed different plans, such as how many people could be in the legislative branch from each state. Amendments were also added, such as giving women the right to vote. This was important because it protected the rights of women. Without the Constitution, our nation would not have the rights we have today in America.

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today we are going to start our unit by listening to a text that introduces us to primary sources and how these sources help us to know what happened at the time our nation's Constitution was written and why those events were so important."</i>	
Page 5	What criteria makes the United States Constitution a primary source document?	The United States Constitution is a primary source document because it was a document signed at a historical event by 39 men which included George Washington, Benjamin Franklin, and James Madison.
Page 6	What was the purpose of the Continental Congress?	The purpose of the Continental Congress was to make laws for the entire country.
Page 7	In 1777, leaders from the Continental Congress wrote the first set of laws. What was the reasoning for the colonists not wanting the government to have too much power, and how did they show others they felt this way?	The colonists feared the United States government would have too much power like they experienced under Britain's rule. So to show they did not want a government with too much power like Britain, many people did not follow rules to protest.

Pages 8-9	<p>Why was Shays' Rebellion an important event that led to government leaders knowing they had to change the laws?</p>  (This is an opportunity for a collaborative talk structure.)	<p>The people growing angry and protesting the laws caused the government leaders to decide they needed new laws that everyone could and would follow. Maybe if the people hadn't protested the leaders would have never decided to make a change.</p>
Pages 10-11	<p><i>Teacher's Script: "So, the Continental Congress had made laws for the whole country called the Articles of Confederation. Some people didn't think the laws were fair, and they protested. The government decided they had to change the laws and decide how the government would be organized to make new laws."</i></p> <p>The text said that only 12 of the 13 states sent people to speak at the Constitutional Convention. Why did all 13 states not send people, and how do you know?</p> <p>What text evidence suggests that Shay's Rebellion and the Constitutional Convention are related?</p>	<p>The text box said that Rhode Island didn't send anyone because they didn't want the laws to change.</p> <p>When reading in the section on Shays' Rebellion, we heard that the leaders knew things needed to change and that we needed laws everyone would follow. The convention is where they came together to decide how to write new laws.</p>
Pages 12-13	<p>Based on what we read earlier, why might James Madison have proposed this idea of three branches of government?</p>	<p>Earlier we read that the colonists didn't want there to be too much power like Britain's rule and the founding fathers wanted to split up power.</p>
Pages 14-15	<p>Consider what we have read about the people not wanting one group to have too much power. How would the New Jersey Plan have kept any state from having too much power?</p>	<p>The New Jersey Plan said that each state would send one person, that way no matter how big or small the state, each would have the same number of Representatives.</p>
Page 16	<p>What does the author want us to understand about Roger Sherman? Let's think back to a quote by Roger Sherman on page 13. How does this quote relate to the Great Compromise? What might a compromise mean?</p> 	<p>Roger Sherman's quote means that rights have to be equal. I think the author wants us to understand that Roger Sherman was trying to find a way to even out the power since small and large states didn't agree on the Virginia and New Jersey Plans. Roger Sherman suggested a compromise, or a decision in the middle.</p>

	<p>Think of a time when you had to make a compromise. How is this like the Connecticut Plan?</p> <p><i>Teacher's Note: The purpose here is to help students make connections across the sections of the text. A goal is for the students to see that both the Virginia Plan and the New Jersey Plan are both represented in the Connecticut Plan, or Great Compromise.</i></p>	<p>I had to make a compromise with my little sister. We had to take turns playing our video games so that we each could have the same amount of time. This is like the Great Compromise because it said that one part of the government would be that every state had the same number of Representatives, and another part of the government would be based on size. This meant that each Plan could be in the new plan.</p>
Pages 18-19	<p>The Continental Congress started working on the Constitution in 1777, and it was signed ten years later in 1787. Based on the text evidence, 39 of the 55 founding fathers signed the United States Constitution. What can you infer from pages 18-19 as to why not all the founding fathers would sign this historic document? Which words or phrases from the text helped you realize this?</p>	<p>I can infer that some of the founding fathers were angry the first draft of the Constitution did not have a Bill of Rights to protect individual rights. The words/phrases helped me realize this:</p> <ul style="list-style-type: none"> • "Not everyone was happy" (page 18) • "Others argued it wasn't needed" (page 18) • It did not have a bill of rights" (page 19) • "39 of the 55 founding fathers signed" (page 19)
Pages 20-21	<p>Here we read that "Nine of the 13 states needed to ratify it." Based on what we have learned about the meaning of the word ratify, what does this sentence mean? Why is this an important event for the Constitution becoming our nation's guiding document?</p> <p>Do you believe the information we are learning in this text? Why? How do we know this author is giving us true information?</p>	<p>Ratify means to make it official. When the ninth state accepted the Constitution, it finally became official and became our guiding document.</p> <p>Yes, I believe the author because she has used primary sources. We have seen lots of things that were written at the time the Constitution was actually written.</p>
Pages 22-25	<p>The United States Constitution is sometimes referred to as a "living, breathing document" because, even though it was written over 200 years ago, it has been changed and updated over time. Turn and talk with a partner to explain at least one amendment that has been changed over the years. In your opinion, how did that amendment change history?</p> 	<p>The 13th Amendment ended slavery in the United States, so all people were free. The 19th Amendment granted women the right to vote. After this amendment, both men and women could vote.</p>

Pages 26-27	Under the text feature of the heading, “The Constitution Today”, the author explains that more than 9,000 amendments have been suggested since 1787, but only 27 have been added to the Constitution. What three big ideas do the amendments guarantee United States’ citizens in present day America?	The three big ideas the amendments still guarantee are: <ol style="list-style-type: none"> 1. All people have equal rights. 2. The amendments give freedom of speech and religion. 3. The laws make sure that the government does not have too much power over the people.
Pages 28-29	Why do you think the author included a timeline at the end of this text? How might this help us think about what the author wanted us to learn?	I think the author wanted us to know that there were events that happened before our nation had a document that would guide how laws were made.

ALTERNATIVE SHARED READING OPTIONS

“The United States Constitution” from Read Works.org (660L)

WE THE PEOPLE: THE CONSTITUTION OF THE UNITED STATES – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT	Differentiation for Specific Needs: After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.
<p>Text: <i>We the People: The Constitution of the United States</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
1240L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The text has a sequential order and numerous illustrations that foster the understanding of our Preamble.	The language features are very complex. Complex sentences with words and phrases that are subject-specific to the Constitution are found throughout the text. Examples of unfamiliar phrases include: “insure domestic tranquility”, “our posterity”, and “promote general welfare”.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is moderately complex. While the meaning is implied, it is heavily supported by using the words of the Preamble of the Constitution coupled with vivid illustrations.	The knowledge demands for this text are very complex. The text contains varying levels of discipline-specific content knowledge around the Preamble of the Constitution. While concepts in the text are abstract and challenging, teachers will scaffold support to assist students in grappling with the ideas of our Preamble.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the meaning of specific phrases within the Preamble of the Constitution.

To achieve this understanding, students will:

- demonstrate understanding of key details in the Preamble by answering questions;
- determine the meaning of words and phrases included in the Preamble of the Constitution by drawing on the meaning in the illustrations and explain why they were chosen based on their meaning in the document;
- compare points made in two texts about the Constitution; and
- write a paragraph to describe at least three of the democratic principles stated in the Preamble and how they apply to a United States' citizen.

VOCABULARY WORDS

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- union (embedded)
- justice (embedded)
- tranquility (embedded)
- promote (embedded)
- welfare (embedded)
- posterity (embedded)
- establish (embedded)

DAILY TASK

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.

You have a new neighbor who has just moved to the United States from Australia. He does not understand why the Preamble is important to us as United States citizens. Write a paragraph that explains at least three of the democratic principles stated in the Preamble, and how they apply to a United States citizen. Be sure to:

- introduce the topic;
- use evidence from the text to describe at least three of the phrases within the Preamble;
- explain how the Preamble helps you understand the importance of the Constitution; and
- provide a concluding statement.

You will share your paragraph with your classmates before you explain the Preamble's importance to your neighbor.




POSSIBLE STUDENT RESPONSE



The Preamble has very important information to introduce the Constitution. Some of the important principles are related to three portions of the Preamble, including “we the people”, “promote the general welfare”, and “provide for the common defense”. First, the “we the people” part of the Preamble is an important part because the founding fathers wanted to build a nation that was made for all people. The “we the people” part of the Preamble is a phrase that helps us understand that our country was made for the common person, not a specific group of people. Another part, “promoting the general welfare”, means that the government is responsible for taking care of the people. Some ways that the government helps with the general welfare are hospitals, food stamps, and things we can enjoy such as a zoo. Finally, “providing for the common defense” is another important thing the government must do. It is important to make sure our military has the supplies it needs in order to keep our country safe.


The Preamble is for the people of the United States. It shows that the Constitution was written so the people of this country can be happy and live peacefully. It helps to explain why certain laws may be in the Constitution. The Preamble is an important part of the Constitution.

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Throughout the reading, the teacher and students will co-create an anchor chart which includes each phrase from the Preamble and a kid-friendly summary of the phrase (see example in the Resources section after question sequence). Consider reading the text through once and discussing the questions. Then, read the text a second time in conjunction with the video linked in the resource section as you complete the graphic organizer together.</i></p> <p><i>Teacher's Script: "Yesterday we read about some of the events that were important when our founding fathers wrote the Constitution. Today we are going to read about the Preamble, the beginning sentence of the Constitution."</i></p>	
Pages 1-4	<p>The first line of the Preamble states, “we the people of the United States”. Based on the picture evidence in the illustrations, how would you describe the people of the United</p>	<p>Based on the evidence from the illustrations, the people of the United States include all different types of people from many different places.</p>

	<p>States?</p>  (This is an opportunity for a collaborative talk structure.) <p>Think about what we learned in <i>The U.S. Constitution Introducing Primary Sources</i>. How did the founding fathers make sure the Constitution was written for all people?</p>	<p>They came up with a compromise so that all states, no matter how big or small, would have equal representation in the government.</p>
Pages 5-6	<p>A union is a group of states that are ruled by one government that agree to work together. The Preamble states, “in order to form a more perfect union”. How do the illustrations help you understand what it means to form a more perfect union?</p> 	<p>It looks like they are voting in in some of these illustrations, and some are illustrations of signs for who people should vote for. I think the illustrations help me understand that when people vote, they are forming, or making, a more perfect union.</p>
Pages 7-8	<p>Look at the illustrations. What do you think the word justice means?</p> <p>That’s correct! Justice is a process of using laws to fairly judge and punish crimes in a court of law.</p>	<p>I think justice has something to do with laws and courthouses.</p>
Pages 9-10	<p>From the previous text we read, <i>The U. S. Constitution Introducing Primary Sources</i>, one of the events that caused the convention to be held was the revolt of Massachusetts’ farmers known as Shays’ Rebellion. How is this statement “insure domestic tranquility” significant to the preamble? What were the founding fathers’ goals for our country when they included this statement? Use the illustrations to explain.</p>  <p>How does this idea of insuring “domestic tranquility” relate to our country today?</p>	<p>Shays’ Rebellion was when those farmers were angry and protested the laws. These illustrations make me think about obeying laws. I think the founding fathers wanted to make sure everyone thought the laws were fair so they would obey them.</p> <p>Having a peaceful country is still important to our government because all people in our country need be able to live in peace.</p>
Pages 13-16	<p>Welfare means a state of being happy, healthy, or successful. Promote means to make something happen. Remember, the Preamble is a long statement about what “we the people of the United States” are going to do. Use the illustrations to describe what you think the government does to promote the</p>	<p>I think the government provides services for the people so that they can be happy and healthy because in the picture I see people getting mail which probably makes them happy to read letters. I see a hospital which is where people can go to get healthy.</p>

	<p>general welfare.</p> <p>What questions do you have about some of the illustrations on this page, and why they are included about “promoting the general welfare”? Tell your partner. Partners, try to answer each other’s questions.</p>  <p><i>Teacher’s Note: Listen to student questions and their partner’s responses. Bring students back together to discuss some of the questions they asked.</i></p>	<p>Why are there illustrations of a lighthouse?</p> <p>Why is there an illustration of a zoo?</p>
Pages 21-28	<p>Posterity means people in the future. Why do you think the founding fathers put this word in the Preamble?</p> <p>Ordain means to make official, and establish means to create. Remember, the Preamble is the first sentence in the Constitution, right before each law. Let’s put the whole sentence together and think about why the founding fathers wrote this sentence at the beginning of the Constitution, right before all the laws. Why is this sentence so important?</p>  <p><i>Teacher’s Note: Have the Preamble written on chart paper for the students to read aloud together.</i></p>	<p>I think they wanted the Constitution to apply to the people back then, but they also wanted it to apply to us today. We still have the Constitution today.</p> <p>I think they put it at the beginning to let everyone know why they established and ordained the Constitution and why there were certain laws in the Constitution.</p>
Pages 29-30 The Story of Our Constitution and A Call to Action	<p>Here we read that our country was, “no more than a loose alliance”. An alliance is an agreement to work together. Let’s think back to what we read in our first text, <i>The U. S. Constitution Introducing Primary Sources</i>. How does this relate to what we read before about the different “plans” that were being discussed at the Continental Congress?</p>	<p>I think it relates because the different people that were at the Continental Congress were not agreeing on how the new government should be organized. Representatives from different size states wanted different plans for the government.</p>
Pages 30-31 Debate in Philadelphia	<p>Here we read that the Great Compromise was eventually adopted (or approved). We also read about this compromise in our previous text. Why do you think it was called the “Great Compromise”?</p>	<p>This was called the Great Compromise because it was a great idea. It finally made all the states happy.</p>

<p>Pages 32-33</p> <p>Individual Rights and A Constitution for a New Nation</p> 	<p>The Constitution is on display and sealed in a vault to protect it. Based on what we just read in these two sections, why do you think this document is protected and even guarded like in the picture?</p>	<p>It took a really long time and a lot of work for enough people to agree and sign the Constitution and the amendments. I think it's protected because it was such a hard job to write this document, and it is very important to our country.</p>
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RESOURCE

Preamble Video from Schoolhouse Rock: <https://www.youtube.com/watch?v=yHp7sMqPL0g>

Anchor Chart Example

Phrases in Preamble	Kid-Friendly Phrase
We the people	all citizens of the U.S.
to form a more perfect union	making a group of states that are working together
establish justice	using laws to fairly judge
ensure domestic tranquility	peace in our land
provide for the common defense	defend all people from those that may want to cause harm
provide the general welfare	health, peace, and safety of American citizens
secure the blessings of liberty, to ourselves and our posterity	to make sure we are blessed with freedom now and in the future
do ordain and establish this Constitution for the United States of America	create and make official the Constitution

WHAT ARE THE BRANCHES OF DEMOCRACY? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *What are the Branches of Democracy?*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

780L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. While the organization of the text provides clear connections between our branches of government, the use of text features such as democracy fact boxes and labels under each illustration or photograph directly enhance and deepen the reader's understanding of each branch. The graphics used in the text supplement the learning by supporting the reader in making connections with the text.

LANGUAGE FEATURES

The language features are slightly complex. The main text is straightforward and easy to understand with simple sentence structures. While some of the vocabulary may be unfamiliar, the text is not overly academic. It is to be noted that the democracy fact boxes and labels under each illustration or photograph increase the complexity in terms of both sentence structure and vocabulary when compared to the main text.

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose of the text is clear and narrowly focused around leading the reader to a deeper understanding of our branches of government.

KNOWLEDGE DEMANDS

The knowledge demands for this text are very complex. While there is no direct reference to other texts, the ideas presented in this text flow throughout many other texts on democracy and how our government functions. The knowledge demands are discipline specific and revolve around the branches of the government and their function.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand what the three branches of government are and how they keep each branch from having too much power.

To achieve this understanding, students will:

- identify the main role of each branch of government;
- describe connections between the 3 branches of government;
- use text features to locate details about each branch of government;
- use points the author makes to explain how the branches work together so that no branch has too much power; and
- draw and write to explain the branches and their dependence on each other.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- branches (explicit)
- rights (explicit)
- legislative (explicit)
- executive (explicit)
- judicial (explicit)
- government (embedded)
- elect (embedded)
- vote (embedded)
- fairly (embedded)

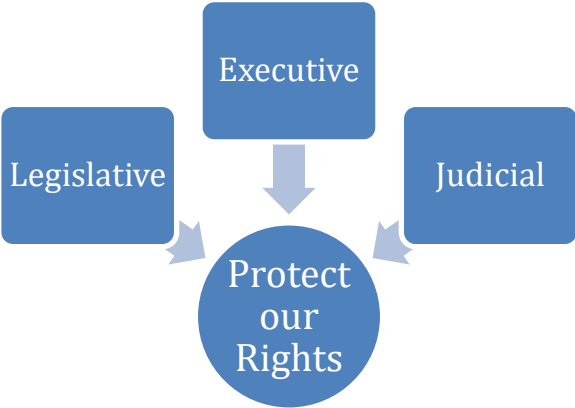
DAILY TASK

You have been selected as a student ambassador to visit the United States Capitol. When you get there, you have been asked to share with some important government officials a visual representation and report that explains the three branches of government that they can display in the Capitol for all visitors to see. Your visual and description must show how the branches have equal power, depend on each other, and describe the role of each branch. Be sure to:

- draw a visual representation of the three branches having equal power;
- include in your visual, or use words to show, how the branches depend on each other; and
- use evidence from the text and anchor chart to explain the roles of each of the three branches.


Teacher's Note: Students may be inclined to simply draw the image from page 7. Encourage students to come up with a creative, new visual of the branches of government.



POSSIBLE STUDENT RESPONSE



The U.S. Government is made of three branches that work together to help our country run smoothly. The three branches are the legislative, executive, and judicial branches. The legislative branch is made of the House of Representatives and the Senate, which combined together are called Congress. This branch makes laws. The executive branch is led by the president. The president oversees our armed forces and approves the laws from the legislative branch. The judicial branch is made of the court system. The court system makes sure our laws are fair. Each branch works together to make, approve, and ensure the laws are fair and followed. The branches depend on each other to have good laws. Each branch works together to protect our rights and freedoms.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE		
Before Reading	<i>Teacher's Script: "Now we understand that the Constitution explained how the new government would run, or operate. Today we are going to learn more about the three branches of our government that are described in the Constitution. As we read, think about what each branch does, and why it is important that we have three separate branches."</i>			
Page 7	On this page, we have learned about the three branches of government. Name the three branches. <i>Teacher's Note: Label the headings on the three-column chart to use as you continue reading.</i> <i>Teacher's Script: "As we continue to read, let's keep notes on each branch and think about how each branch depends on each other."</i>	Legislative	Executive	Judicial

Pages 8-11	<p>Under what branch of government is Congress?</p> <p>Let's read the caption in the photograph on page 8. Based on this caption, what does this tell you Congress is?</p> <p>What additional information does the text offer about the legislative branch that we can add to our chart? What have we already learned that explains why Representatives and Senators have different numbers of people?</p>	<p>Congress is under the legislative branch.</p> <p>Congress is a group of people.</p> <p>Congress is made of the Senate and the House of Representatives. Representatives are determined by population. Each state has two Senators. This was the Great Compromise that was suggested to make small and large states happy.</p>
Page 12	<p>So the president in the executive branch approves the laws. How do the legislative branch and the executive branch depend on each other?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The president depends on the people in the legislative branch to make good laws that he or she can approve.</p>
Page 15	<p>What other information have we learned about the executive branch?</p> <p>Let's think about the Preamble. It said that the Constitution would provide for the common defense of the people. How is the executive branch part of ensuring that happens?</p> <p>We have learned about the legislative and executive branch. Which branch do we have left to read about?</p>	<p>The president approves laws and is in charge of the armed forces.</p> <p>The president is in charge of the armed forces. They all work to defend our country.</p> <p>The judicial branch is the only branch we have not read about.</p>
Page 17	<p>What can we add to our chart about the judicial branch?</p> <p>The text says "court system", and then in the text box it says "highest court" and "Supreme Court". Think about the word system, and then reading that there is a "highest court". What can you infer about how many courts there are in the judicial branch?</p>	<p>The courts system is part of the judicial branch. They make sure the laws are correct and used fairly.</p> <p>I know a system is like what we learned about ecosystems, a group of parts that work together. So the judicial branch must have many courts.</p>

Page 18	<p>So all three branches have a role in making and ensuring laws are fair and followed. No one part of the government can make all the decisions about the laws. Let's watch this video that explains checks and balances more.</p> <p><i>Teacher's Note: See video link in Resource section.</i></p> <p>How does this checks and balances ensure that no one branch has too much power?</p>  <p>Let's take this idea of checks and balances being important so that no one branch has too much power. On page 7 we saw a pie chart of the three branches of government. Why do you think the author decided to make the visual look like this?</p>	<p>Each branch has some power over the other branch. No one branch can make all the decisions about laws.</p> <p>I think the author wanted us to see that all three branches are equal in their power because all three sections look like they are the same size.</p>
Page 20	<p>How do the three branches of government depend on each other? How does this protect our rights?</p> 	<p>The three branches depend on each other to make laws, approve laws, and make sure the laws are used fairly. The government makes the laws we have to follow. The three branches work together so that the laws treat everyone equally.</p>

RESOURCE

Checks and Balances Video:

<https://www.bing.com/videos/search?q=video+for+kids+about+checks+and+balances%5c&view=detail&mid=DC74A666E5878AFAFFD1DC74A666E5878AFAFFD1&FORM=VIRE>

"AMERICANS' RIGHTS AND RESPONSIBILITIES" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT
<p>Text: "Americans' Rights and Responsibilities"</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
780L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The text is organized by topic and headings under each topic. The photographs and captions enhance the reader's understanding of American citizenship, rights, and responsibilities.	The language features are very complex. The text includes abstract ideas such as the democratic oath and to pursue "life, liberty, and the pursuit of happiness". Some of the words are unfamiliar, subject-specific, domain-specific, such as founding fathers and Declaration of Independence, or used in new ways, such as bear arms. There are compound and complex sentences with subordinate phrases.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of this text is moderately complex. The article supports American rights and responsibilities and how those rights and responsibilities are protected in student-friendly language.	The knowledge demands are moderately complex. This text requires students to have basic historical knowledge of the Declaration of Independence and the United States Constitution.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand their rights and responsibilities as United States citizens.

To achieve this understanding, students will:

- use details from the text to describe rights and responsibilities;
- use text features to locate information about the differences in rights and responsibilities; and
- write a paragraph to describe at least two rights and responsibilities they have as a young United States citizen.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- responsibility (explicit)
- accused (embedded)

The following words will be reinforced in this text:

- rights
- accused (embedded)

DAILY TASK



You are a second grade citizen who is working to teach the kindergarten students of their rights and responsibilities. Using text evidence, write an informative paragraph explaining the rights and responsibilities you have as a young United States citizen and what might happen if you didn't have those rights. You will read and discuss your paragraph with a kindergartener from our school.


Be sure to:

- introduce the topic;
- use text evidence from the article and anchor chart to explain at least two rights and responsibilities you have as a second grade citizen; and
- provide a concluding statement.

POSSIBLE STUDENT RESPONSE

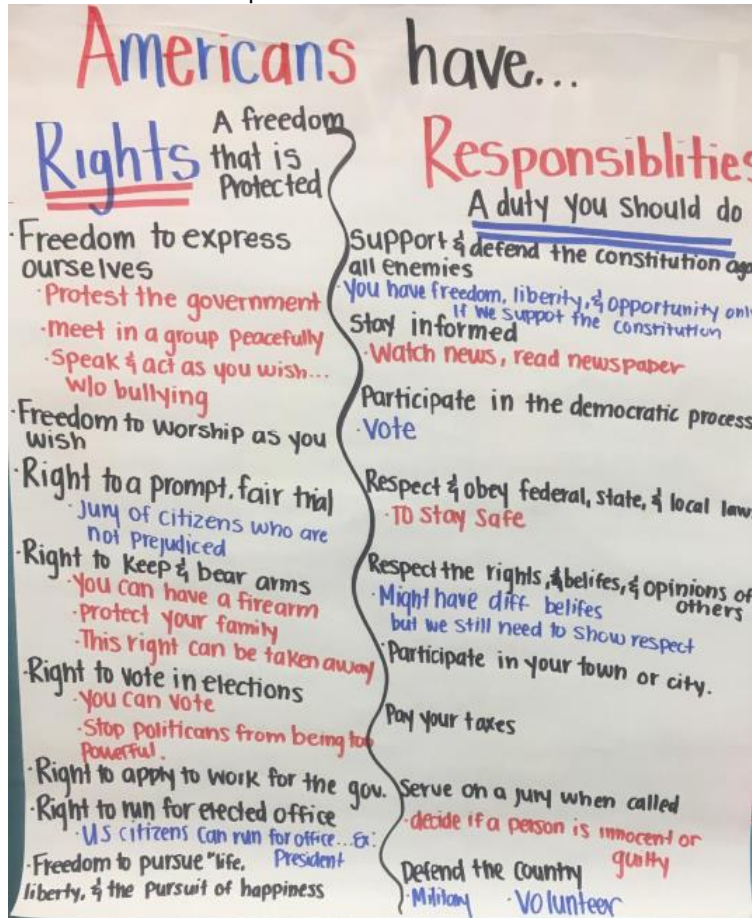
As a young United States citizen, I have rights and responsibilities. I have the freedom to express myself through speech, as long as I don't hurt others or stop them from speaking freely. I also have the right to make choices, such as where I want to live and what I want to do for my work. I have the responsibility to obey laws, or other people's rights, because if I don't we will not live in a peaceful, orderly country. I also have the responsibility to stay informed because when I get older I will be able to vote. Citizens have to support the Constitution that protects our rights and freedom. We have many rights and responsibilities as young United States citizens.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE				
Before Reading	<p><i>Teacher's Note: Co-create with students an anchor chart to unpack an understanding of the differences between a right and responsibility as a United States citizen (see example in the Resource section).</i></p> <p><i>Teacher's Script: "Our last text, What Are the Branches of Democracy, told us that, "Our three branches of government protect our rights as free people of the United States". Now we are going to read an article that will help us understand more about these rights."</i></p>	<table><tr><td>Rights</td><td>Responsibilities</td></tr><tr><td></td><td></td></tr></table>	Rights	Responsibilities		
Rights	Responsibilities					
Paragraphs 1 and 2	How did life change for American citizens as a result of the Constitution?	The United States was its own country free from British rule. The Constitution also granted rights to all U.S. citizens.				
Paragraph 4	<p>In the 4th paragraph, Bandeis said, "The only title in our democracy superior to that of president (is) the title of citizen." The government only has power because of the American people. Based on text evidence from the article, what did Bandeis mean by this quote?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Bandeis' quote means that being a citizen is as important as being the president. Based on the article, the government has power because of the people (or citizens).				
Paragraph 8	This section relates to the "right to keep and bear arms." What does that mean?	This means that citizens have the right to protect themselves.				
Paragraphs 7-9	<i>Teacher's Note: Add to anchor chart.</i>					
Paragraph 10	<p>This rights section focuses on the freedom to pursue "life, liberty, and the pursuit of happiness". Using text evidence and what you know from all of our texts, what does this phrase mean to you as a young citizen?</p> <p></p>	Based on the text and what I have learned, this phrase means that we have the right to choose our own path and make our own decisions.				

Paragraph 11 & 12	<p>Let's read this heading together. Based on what we know about headings, what will we learn about next?</p> <p>The author stated that a responsibility of a United States citizen is to "support and defend the Constitution against all enemies". Using text evidence, explain what that means for citizens.</p> 	<p>We will learn about the responsibilities of citizens.</p> <p>United States citizens should defend and support the Constitution when other countries challenge it because it gives the citizens freedom, liberty, and opportunities.</p>
Paragraphs 13-16	<i>Teacher's Note: Add to anchor chart.</i>	
Paragraph 17	<p>This responsibility section has a heading of "participate in your town or city". Based on this text, what does this mean?</p>	<p>This means that all citizens have a responsibility to help in their town and even volunteer to help others.</p>
Paragraphs 18-22	<i>Teacher's Note: Add information from paragraphs 18-22 to anchor chart.</i>	

RESOURCE

Anchor Chart Example:



BILL OF RIGHTS IN TRANSLATIONS: WHAT IT REALLY MEANS – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *Bill of Rights in Translations: What it Really Means*, Pages 3-13

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

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QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text is organized by chapters, which supports comprehension. Text features such as photographs, captions, and bolded phrases enhance the reader's understanding of the text.

LANGUAGE FEATURES

The language features are very complex. The text includes abstract ideas such as the establishment of religion, probable cause, and due process. Some of the words are unfamiliar, subject-specific, domain-specific such as grievances and enumeration or used in new ways such as seizures and jeopardy. There are many compound and complex sentences with subordinate phrases and use of transition words.

MEANING/PURPOSE

The purpose of the text is moderately complex. The text supports identifying the purpose of the Bill of Rights, along with unpacking the first ten amendments in student-friendly language. The text also supports using primary sources to understand the meaning of the Bill of Rights.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. This text requires readers to have a basic historical knowledge of the United States Constitution and the Bill of Rights to understand that American rights have been established to protect our American freedoms.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the reason for the Bill of Rights and what each of the first five amendments of the Bill of Rights mean in kid-friendly language.

To achieve this understanding, students will:

- describe how text features and illustrations support understanding the Bill of Rights;
- use details from the text to explain the meaning and importance of the first five amendments;
- determine the meaning of words related to each of the first five amendments; and
- create a short presentation detailing what the Bill of Rights are and why they are important and explain what two amendments mean.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- wealthy (embedded)
- prohibiting (explicit)
- assemble (embedded)
- criticizing (explicit)
- affirmation (embedded)
- consent (embedded)
- compelled (explicit)

DAILY TASK

You have recently been elected as president of your school's student government council. Your first task in this new role is to explain to the student body what the Bill of Rights are and what two of them mean at an upcoming student assembly. You also need to explain why we have the Bill of Rights and why they were an important addition to our Constitution. Consider how you will present your ideas so that even the youngest students in your school will understand. Think about some of the ways the authors in the texts we have been studying presented their ideas to make them clear. In your presentation be sure to:


- introduce your topic;
- use facts and definitions from any text we have read so far to explain the Bill of Rights, what two of them mean using words, text features, and illustrations;
- use facts and definitions from any text we have read so far to explain why we have the Bill of Rights and why they were an important addition to the Constitution;
- provide a concluding statement or section; and
- present to your class.



POSSIBLE STUDENT RESPONSE


The Bill of Rights was an important addition to our Constitution. Changes to the Constitution are called amendments. The first ten amendments are called the Bill of Rights. The Bill of Rights protects an individual person's rights that the Constitution did not protect such as freedom of speech and protection from the police searching your property without a good reason to search. Without these amendments, a person might have to worry about their personal freedoms. There have been other amendments to the Constitution such as women being given the right to vote. This is a freedom that is important for all people to have.

The amendments made changes that were better for the people. Amendment 1 says that you can say or write anything. You can make complaints against the government and not get into trouble. The government can't prohibit you from speaking. Another amendment is number 4. This amendment says that the police can't barge into your home and search your things unless they have a warrant. The police must affirm that there is a good reason to search your property. It's a really good thing that United States citizens have these rights.

Teacher's Note: Students should also use a variety of text features and illustrations to make their presentations meaningful and clear for all students in the audience.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: As you read, complete the 3-column graphic organizer to support students in understanding why these amendments were important. (See Resource section for an example.)</i></p> <p><i>Teacher's Script: "Today we are going to read about the first five amendments to the Constitution. We are going to pay attention to how the author used text features to help us better understand these amendments. As we read, we are going to think about what each amendment means, and why it's an important amendment."</i></p>	
Page 5	<p>How would your life be different if we did not have a Bill of Rights?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Our lives would be different if we did not have a Bill of Rights in these ways:</p> <ul style="list-style-type: none"> • We would not be free to say what we think. • The government would control what newspapers and magazines printed. • If people would complain, they

		would get thrown into jail and could be locked up for years without ever getting a trial.
Page 7	<p>Based on the text, what rights does the First Amendment grant the citizens of the United States, and what does that mean for you?</p> 	Based on the text, the First Amendment grants United States citizens the freedom of speech and religion. That means I can say and write what I think and follow any religion that I choose without the government telling me what to do.
Page 9	<p>What does the Second Amendment mean for a citizen of the United States today?</p> <p>Using the text on page 8 and the text feature on page 9, explain how the Third Amendment differs in 1774 versus 2018?</p>	<p>According to the text, the Second Amendment gives citizens the right to protect themselves by “bearing arms” or owning their own guns. Sometimes citizens must serve as soldiers to protect our country.</p> <p>In 1774, the Quartering Act said you had to let British soldiers sleep at your house and eat your food if they asked to do this. But in 2018, the Third Amendment says soldiers cannot barge in, demand to live in your house, and eat your food without your permission.</p>
Page 11	<p>What important information does the text state about the Fourth Amendment in the Bill of Rights?</p> 	The text says that the Fourth Amendment of the Bill of Rights is all about what police officers can and cannot do. For example, police need a search warrant (with a really good reason), to look through your stuff.
Page 13	<p>What new understanding do you now have after reading the text boxes on page 13? Why do you think the author included text boxes?</p> <p><i>Teacher’s Note: You may have to reread back and forth between page 12 and 13 more than once for students to begin to see connections between the 2 pages. One main purpose here is for students to realize the importance of text features so they do not skip over them when reading independently.</i></p> <p>What text evidence proves that the founding fathers of our country thought it</p>	<p>I now understand that a capital crime is a really serious crime. So a person cannot be charged with a really serious crime unless a group of 23 citizens decides there is enough evidence. I think the author knew these documents would be difficult for a second grader to understand so she added the simpler explanation in the text box.</p> <p>The founding fathers of our country thought it was important that citizens have the Fifth Amendment because they felt that no one</p>

	<p>was important that citizens have this right?</p> 	<p>should be able to take away another person's life, freedom, or belongings. People should have a fair trial or the opportunity to prove they are innocent if they did not do anything wrong.</p>
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RESOURCE

Anchor Chart Example:

Amendment	What it Means	Why it's Important
First Amendment	Freedom of Speech and Religion	A person should be able to say what they think, even about the government.
Second Amendment	Right to own a gun	A person should be able to protect themselves.
Third Amendment	Soldiers can't force you to let them live in your home.	No one should be forced to feed soldiers.
Fourth Amendment	Police can't search your home without cause.	It's important that the government have a good reason to come into a person's home.
Fifth Amendment	Right to a fair trial for a good reason	There should be enough evidence to charge a person with a serious crime.

BILL OF RIGHTS IN TRANSLATIONS: WHAT IT REALLY MEANS – READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT

Text: The *Bill of Rights in Translations: What it Really Means*, Pages 14-28

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

890L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text includes a sequential organization which explains each one of the Bill of Rights. Text features such as photographs, captions, and bolded phrases enhance the reader's understanding of the text.

LANGUAGE FEATURES

The language features are very complex. The text includes abstract ideas such as the establishment of religion, probable cause, and due process. Some of the words are unfamiliar, subject-specific, domain-specific such as grievances and enumeration or used in new ways such as seizures and jeopardy. There are many compound and complex sentences with subordinate phrases and use of transition words.

MEANING/PURPOSE

The purpose of the text is moderately complex. The text supports identifying the purpose of the Bill of Rights, along with unpacking the first ten amendments in student-friendly language. The text also supports using primary sources to support the meaning of the Bill of Rights.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. This text requires readers to have a basic historical knowledge of the United States Constitution and the Bill of Rights to understand that American rights have been established to protect our American freedoms.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the reason for the Bill of Rights and what each of the last five amendments of the Bill of Rights mean in kid-friendly language.

To achieve this understanding, students will:

- use details from the text to explain the meaning and importance of the last five amendments;
- determine the meaning of words related to each of the last five amendments; and
- create a poster of three School Bill of Rights.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- obtaining (explicit)
- accused (embedded)
- excessive (explicit)
- delegated (embedded)
- deny (embedded)

The following words will be reinforced in this reading:

- prohibited

DAILY TASK

Remember, you were recently elected as president of your school's student government council. Your next job in this new role is to write three Bill of Rights for the students in your school. Think about what we have learned. What rights do you believe are most important for the students in your school to have and why? Write your three School Bill of Rights, and write your opinion about why these are the most important rights for students in your school. Describe what each one means and how it will help students of your school. Be prepared to present your ideas to the class.

Your poster should include:

- an illustration of each of your three School Bill of Rights; and
- a brief description of each of your three School Bill of Rights.

Your explanation should:

- introduce your topic and state your opinion of your three rights;
- supply reasons for why these three rights are most important for students in your school;
- explain what each right means;
- use linking words to connect the reasons to your opinion; and
- provide a concluding statement.

POSSIBLE STUDENT RESPONSE

School Bill of Rights



All students
have the
right to play
together and
not be
bullied.



All students
have the
right to read
and learn
from books
every day.





All students
have the
right to
explain if
they broke a
rule or not.




Students in our school deserve to have rights and know what they are. These three rights are the most important for us to have as our School Bill of Rights. The first right is that all kids deserve to go to school to learn and have fun without worrying about being bullied. All students should feel safe at school and not worry about being teased. All students have the right to be friends with any kid they want. No kid should be denied a friend. This right means that we should all be friends to each other. No one wants to be alone, that's why this right is so important.

The second right is that all students deserve to be able to read and learn from books every day. Learning new things from books is important too. It will help everyone be able to learn the information they will need as they get older. Reading books is one of the most important things we can do at school and at home. We deserve lots of books in our classrooms, the library, and at home.

The last right is that all students should be able to explain if they broke a rule or not. Sometimes kids tattle on each other, and it may be true or not. So students deserve the right to defend themselves if they didn't break the rule.

These important rights will help us all be safe, have fun, and learn at school.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Continue adding to the graphic organizer explaining each amendment and why it is important.</i></p> <p><i>Teacher's Script: "Today we are going to continue learning about the last five amendments in the Bill of Rights. We are going to think about what a School Bill of Rights might look like, and why having these rights are important like the Bill of Rights."</i></p>	
Page 15	<p>What are some important details in this amendment? Why do you think this is an important right for United States citizens to have?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>Why might someone want to "obtain" a witness?</p> <p>How might that relate to you at school if you were accused of breaking a rule?</p>	<p>This amendment is saying that if a person is accused of something, he/she shouldn't have to wait too long to have a trial. Also, a person should also know what crime he/she is accused of doing, and the person should be able to tell his/her side of the story. This is important because jail probably isn't a fun place to be, so no one should have to be there if they don't deserve to be there.</p> <p>If someone has been charged with a crime that he/she didn't commit, he/she would want others to share the truth that they know they didn't do it.</p> <p>If someone said I threw food in the cafeteria, and my friends that were sitting next to me saw that I never did, I would ask my friends to tell the teacher that they know I didn't do it because they were sitting with me.</p>
Page 17	<p>What do you think this statement means, "Your punishment should fit your crime."? Think about some rules we have here at school. What might be an example of "punishment not matching a crime" and "punishment matching a crime"?</p> <p></p>	<p>I think it means that if you do something that's wrong, but not terrible, your punishment shouldn't be too terrible. If a student runs in the hall, he/she shouldn't have to miss recess for a week because that would be a punishment that's too extreme. But if a student hits another student, his/her punishment should probably be something like being suspended.</p>

	What might be a good right for you to have as students at this school?	I think we should be able to defend ourselves if we are accused of breaking a rule.
Page 19	<p>Let's think back to what we have learned so far about the Constitution, and why the Bill of Rights was added. We have learned that the Bill of Rights were added to protect the rights of the individual people. How does the ninth amendment relate to a person's rights?</p> <p>Think about what we have learned about the Constitution and the ways in which laws are made. What do you think would need to happen for a new amendment to be added? How do we depend on the Constitution and the Bill of Rights?</p> 	<p>This amendment is saying that the Bill of Rights aren't the only rights a person has.</p> <p>I think a new amendment would have to go to the legislative and executive branch just like a law. We depend on the government to follow the Constitution and make new laws with the different branches of government. We depend on the judicial branch to make sure the Constitution and the Bill of Rights are followed by the government and the people.</p>
Pages 20-12	<p><i>Teacher's Note: Reread pages 10-11 in The U.S. Constitution Introducing Primary Sources.</i></p> <p>What information did we learn in <i>The U.S. Constitution Introducing Primary Sources</i> that isn't included on these pages?</p>	We learned that the leaders that the leaders were called the founding fathers.
Pages 22-23	<p><i>Teacher's Note: Reread pages 18-21 in The U.S. Constitution Introducing Primary Sources.</i></p> <p>The pages we just read in both of these texts has given us some of the same information. Which text has helped you to understand best what it took to get the Bill of Rights ratified? Why?</p> 	I think <i>The Bill of Rights in Translation</i> explained it the best because it taught us about James Madison and how he took action by making the list that would eventually become the Bill of Rights.
Page 28	<p>Why are the Bill of Rights important?</p> <p>Why might we want a School Bill of Rights? What kinds of rights should students of this school have?</p> 	<p>The Bill of Rights protects people's individual rights and it's important for new rights to be added when needed.</p> <p>We should know our rights as students. I think we should have the right to come to school and not be bullied.</p>

RESOURCE

Anchor Chart Example:

Amendment	What it Means	Why it's Important
First Amendment	Freedom of Speech and Religion	A person should be able to say what they think, even about the government.
Second Amendment	Right to own a gun	A person should be able to protect themselves.
Third Amendment	Soldiers can't force you to let them live in your home.	No one should be forced to feed soldiers.
Fourth Amendment	Police can't search your home without cause.	It's important that the government have a good reason to come into a person's home.
Fifth Amendment	Right to a fair trial for a good reason	There should be enough evidence to charge a person with a serious crime.
Sixth Amendment	Right to a speedy trial	No one should have to wait too long for a trial.
Seventh Amendment	Right to a civil trial	If the case is for a lot of money, a person can have it settled by a jury.
Eighth Amendment	Fair treatment	A person can't be punished cruelly.
Ninth Amendment	Can't have rights taken away	Even if not in the Bill of Rights, a person's rights cannot be taken away.
Tenth Amendment	State's power	If the Constitution doesn't specifically say a state doesn't have power over something then they do have that power.

HOW A BILL BECOMES A LAW – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT

Text: “How a Bill Becomes a Law”

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

660L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The process of how a bill becomes a law is explicitly taught in this text. It is organized in sequential order to match the process of a bill becoming law. Headings are provided for each section which assist the reader in understanding the text.

LANGUAGE FEATURES

The language features are slightly complex. Some of the vocabulary may be unfamiliar but the majority are easily accessible. The sentence structure is largely simple with the language used being straightforward and easy to understand.

MEANING/PURPOSE

The purpose of the text is slightly complex. The text is narrowly focused and centers on the reader learning the steps of how a bill becomes a law and the interconnection of the branches of government.

KNOWLEDGE DEMANDS

The knowledge demands for this text are very complex. The text relies on discipline-specific information that highlights and links to other texts on how a bill becomes a law.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how an idea becomes a law.

To achieve this understanding, students will:

- identify the details that describe the author’s purpose of writing to explain how a bill becomes a law;
- describe connections between at least five steps in the process of a bill becoming a law; and
- create a filmstrip to show at least five steps in the process.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

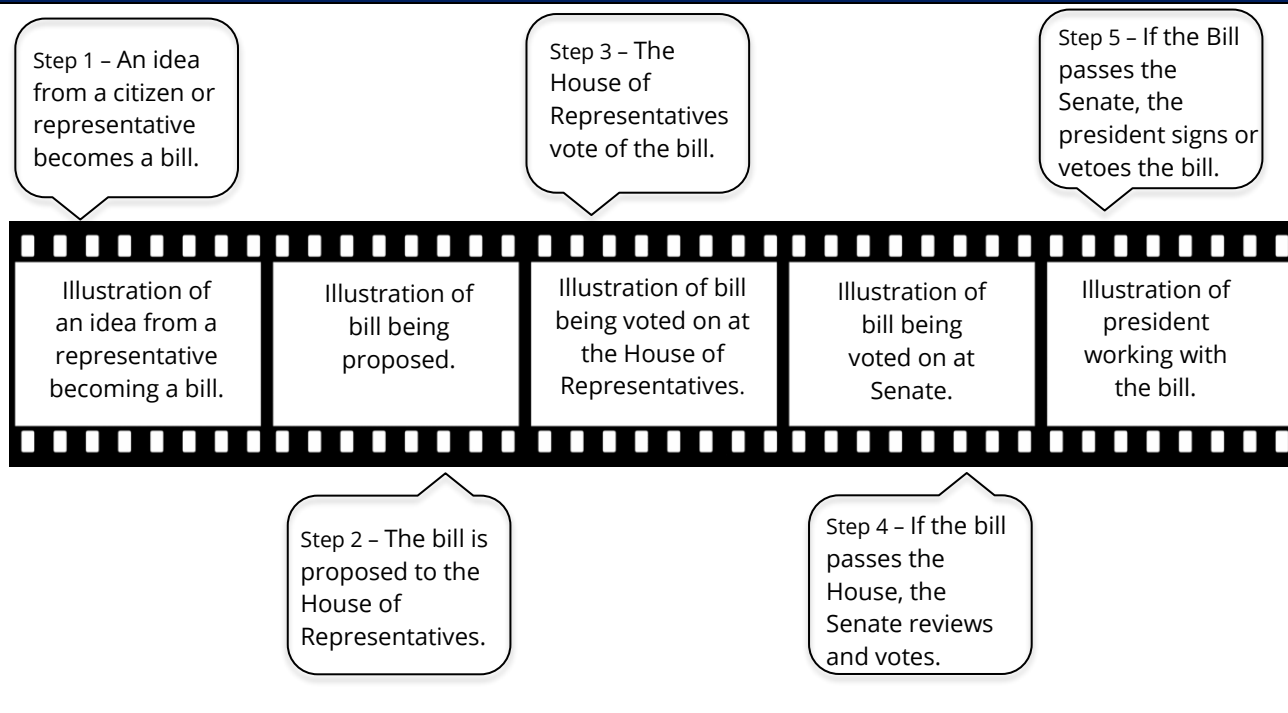
- bill (explicit)
- process (explicit)
- lawmakers (embedded)
- citizen (embedded)
- committee (explicit)
- veto (embedded)
- ideas (implicit)


DAILY TASK


You are a movie maker who has been hired to create a film about how an idea becomes a law. As you prepare to share your idea with your investors, the people that are going to pay you, create a filmstrip that includes:

- vocabulary from this text and the unit;
- evidence from the text;
- illustrations for at least 5 steps an idea takes to become a law; and
- a speech bubble to accompany each illustration explaining that step in the process.

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We have already read about the three branches of government a few days ago. Today we are going to read about how the branches work together to turn an idea into a law."</i>	
End of Paragraph 1	<p>Here we read that Congress and the president work to make laws for our country. Let's think back to our text <i>What Are the Branches of Democracy</i> and see if we can remember what branch of government Congress and the president fall under.</p> <p><i>Teacher's Script: "As we read the rest of our article, let's focus on the steps of the process for an idea to become a bill."</i></p>	Congress belongs to the legislative branch, and the president belongs to the executive branch.
End of "The Bill is Proposed"	<p>How does a bill begin?</p> <p>So, a bill begins as an idea from a representative or citizen, but who is responsible for writing the bill?</p> <p>Congress is made up of people, or Senators and Representatives, from all 50 states. This organization was written into the Constitution and was called the Great Compromise. Why did there have to be a compromise?</p>	<p>A bill begins as an idea from a representative or from a citizen.</p> <p>Representatives of Congress are responsible for writing the bill.</p> <p>There was a compromise because the founding fathers from the different states didn't agree.</p>
End of "The Bill Goes To Committee"	<p>Why is it important for the committee members to review and study each of the bills?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>Let's think about the meaning of the word committee. A committee is a group of people that come together to do a certain job. There are different committees within Congress that have different responsibilities. The text says that each committee is made up of experts on different topics. Committees review bills that they are experts on. Why</p>	<p>They must review the bills to make sure they meet the needs of United States citizens.</p> <p>The committee members need to know a lot about the topic so they deeply understand whether or not it is a good idea for the citizens. This helps them vote whether or not the bill should be passed.</p>

	might it be important for bills to go to a committee that has experts on that topic in it?	
End of “The Bill is Debated”	In the committee, the bill is reviewed and changes are made but here we read that more changes can be made. What is the importance of this second opportunity to refine the bill?	It makes sure the Representatives have the best bill to benefit the people.
After “The Bill Is Referred To The Senate”	<p>Once a bill passes in the House of Representatives, where does it go?</p> <p>I read a few similarities between what happens in the Senate and the House of Representatives, but I noticed one difference. What difference do you notice? Use text evidence to explain your answer.</p> <p>We have read that an idea turns into a bill written by a Representative. The bill must then be passed in the House of Representatives and the Senate, but it is still not a law. What does our text tell us is the next stop for the bill?</p>	<p>The bill goes to the Senate.</p> <p>Under the heading “A Bill is Voted On”, it reads that they stand up, but under “A Bill is Referred to the Senate”, it reads that they only vote by voice.</p> <p>The next stop for our bill is the president.</p>
End of Article	<p>What did we learn in <i>What are the Branches of Democracy</i> that helps us understand why the bill has to go to the president?</p>  <p>Let’s think back to the very beginning of this article when the authors wrote “Each bill goes on a long journey before it becomes a law.” (Paragraph 2) Now that you have read the article, why do you think the authors included this line?</p>	<p>The president can veto a bill or sign it into law. This way Congress doesn’t have all the power.</p> <p>The authors included the line because a bill must go through many steps before it becomes a law. The House of Representatives, the Senate, and the president are all actively involved in the process.</p>

HOW A BILL BECOMES A LAW – READING 2, QUESTION SEQUENCE 2, DAILY TASK 8

TEXT	
<p>Text: “How a Bill Becomes a Law”</p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
660L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The process of how a bill becomes a law is explicitly taught in this text. It is organized in sequential order to match the process of a bill becoming law. Headings are provided for each section which assist the reader in understanding the text.	The language features are slightly complex. Some of the vocabulary may be unfamiliar but the majority are easily accessible. The sentence structure is largely simple with the language used being straightforward and easy to understand.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is slightly complex. The purpose of the text is narrowly focused and centers on the reader learning the steps of how a bill becomes a law and the interconnection of the branches of government.	The knowledge demands for this text are very complex. The text relies on discipline-specific information that highlights and links to other texts on how a bill becomes a law.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand the interdependence of the branches in making a bill a law.</p> <p>To achieve this understanding, students will:</p> <ul style="list-style-type: none"> • use details from the text to answer questions about the steps in the process for an idea to become a law; and • write to explain the interdependence of the branches as a bill becomes a law.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- interdependence (explicit)

The following words will be reinforced during this reading:

- committee

DAILY TASK

Now your investors (people planning help pay for the film) want you to write an informative description for the beginning of the film that explains how the three branches depend on each other to make and uphold laws. Write to explain the interdependence between the branches as a bill becomes a law. Please remember to:


- recount the steps it takes for a bill to become a law;
- include details on how the branches depend on each other; and
- provide a sense of closure.


a concluding statement

POSSIBLE STUDENT RESPONSE

A bill takes many steps to become a law and takes the legislative and executive branches of government working together. It all begins with an idea from a citizen or a representative. The idea is then written as a bill and presented to the House of Representatives. The House of Representatives votes on the bill. If more Representatives vote yes than no, the bill passes and goes to the Senate. The Senate then reviews and votes on the bill. If more Senators vote for the bill it goes to the president. The president can pass the bill into law or veto the bill. These two branches must work together to turn a bill into a law.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Script: "Yesterday as we read this article, we focused on the steps a bill takes to become a law. As we read today, let's focus on the interdependence within and between the branches as they work to turn a bill into a law."</i>	
Following the introduction	What two branches of government are involved in making a bill a law? In what branch of government are the House of Representatives and the Senate?	The legislative and executive branches are involved in making a bill a law. The House of Representatives and the Senate make up the legislative branch of government.

End of “The Bill Is Voted On”	<p>Up to this point everything that we have read happens in the House of Representatives. While in the House, did the Representatives have to depend on each other? If so, how?</p>  (This is an opportunity for a collaborative talk structure.) <p><i>Teacher’s Script: “So, there is a lot of interdependence within the House of Representatives. Let’s keep reading to see where else there is interdependence.”</i></p>	The Representatives depend on each other when the bill is being written, when it is being revised, and when it is being voted on in the House. One representative writes the bill. That representative then relies on a committee to study and make changes if needed. Once all of that is done, the House will vote!
End of “The Bill Is Referred To The Senate”	<p>Did you hear/read any interdependence within the Senate? If so, where?</p> <p>We have read about interdependence within the House of Representatives and within the Senate. How are the two dependent on each other?</p> <p>Let’s think back to our video about checks and balances, and what we read in <i>The Bill of Rights in Translation</i>. How does this help us understand checks and balances better?</p>	<p>The text says that the committee reviews and discusses the bill before it is voted on by the entire Senate.</p> <p>If the House does not write the bill and pass it, it cannot move on to the Senate for a vote.</p> <p>I understand better how each branch has a different responsibility and power when they are trying to make a bill a law.</p>
End of “The Bill Is Sent To The President”	<p>Like we read yesterday, the president plays an important role in making a bill a law. Let’s review the three choices he can make. Remember, we can revisit the text if needed.</p> <p>Do these choices show interdependence between the executive and legislative branches of the government? If so, how?</p> <p>We have highlighted a lot of interdependence between the executive and legislative branches of government as we read today. Let’s think back to the other texts we have been studying and discuss why this</p>	<ol style="list-style-type: none"> 1. The president can sign the bill into law, or approve it. 2. He can veto the bill can return it to the House of Representatives and Senate. This means the president says ‘no’ to the bill. Congress can make the bill a law if two-thirds of them vote for the bill. 3. He can do nothing which makes it a pocket veto. <p>Yes, it shows how all of them can work together to make a bill a law.</p> <p>The interdependence between the branches of government is part of the system of checks and balances. The system of checks and balances makes</p>

	<p>interdependence is so important.</p>  <p><i>Teacher's Note: For links to other texts, you might refer back to What are the Branches of Democracy? Pages 6 and 7 and pages 18 to 21 as well as The U.S. Constitution: Introducing Primary Sources pages 26 and 27 as two examples.</i></p>	<p>sure no one branch of government is too powerful.</p>
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WHAT ARE PRODUCERS AND CONSUMERS – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *What are Producers and Consumers*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

840L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. While the relationship between consumers and producers clearly repeats throughout the text, the text features support and enhance the reader's understanding and engagement with the text. Photographs and text features support student comprehension.

LANGUAGE FEATURES

The language features are moderately complex. Most of the language used in the text is familiar and straightforward which assists the reader in connecting the relationship between consumers and producers. While some of the vocabulary used is subject-specific, text features make it accessible to the reader. While the sentence structure varies throughout the text, it remains accessible to the reader.

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose of the text is narrowly focused around assisting the reader in making connections between how consumers and producers interrelate.

KNOWLEDGE DEMANDS

The knowledge demands for this text are very complex. This text refers to many ideas that connect to other texts on this same topic. It relies on discipline specific knowledge which is accessible by using both text features and photographs provided in the text.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how producers and consumers are dependent on each other, and how their relationship effects the United States economy.

To achieve this understanding, students will:

- identify the main topic of chapters;
- identify that the main purpose of the text is to explain what we depend on for a healthy economy;
- describe the connections between producers and consumers;
- describe the connections between economic resources and producers and consumers;
- use the text and text features to determine the meaning of words such as producers, consumers, goods, and services; and
- write an article to explain how producers and consumers help the economy.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- wealth (embedded)
- economic resource (explicit)
- economy (explicit)
- resources (explicit)
- advertising (embedded)
- generate (embedded)
- convince (embedded)

DAILY TASK

You have been asked to be a student writer of your local newspaper. Your article will inform the readers how the consumers and producers in your community work together. The publishers have asked that you include illustrations and text features in the article. You have made many connections that you want to share with your community. Using text evidence along with knowledge you have learned, write an article explaining what a producer and a consumer are, how they are connected, and how they help the economy.

In your article, be sure to:


- introduce the topic;
- use text evidence to define and explain the relationship between a producer and a consumer and how this relationship helps our economy;
- include text features and illustrations; and
- provide a concluding statement.



POSSIBLE STUDENT RESPONSE


Producers and Consumers
by Suzie Student

Producers and consumers have important roles in our community. From my recent study, I have learned that producers create goods and provide services. Manufacturers, like those who make Moon Pies in our community, are producers. Consumers are people who buy the goods producers make and services that are offered. Producers and consumers depend on each other and help keep our economy healthy. Without each other, the producers would have no one to make things for, and the consumers would have nothing to buy. Both producers and consumers are important to our economy since producers often buy items that they use to make things for others. Consumers then use more money to buy what producers make which helps the economy continue and grow. Without each other, producers and consumers could not meet their needs or help keep our economy healthy.

Teacher's Note: Text features, such as captions or labels, should be included in the article.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We have been learning about the Constitution and our government. Now we are going to start learning about our economy. We are going to think about how producers and consumers help our economy to be strong and healthy."</i>	
Page 5	<p>This section is entitled "I Make It, You Want It." Thinking about what you have learned about producers and consumers, why is this a good title?</p>  (This is an opportunity for a collaborative talk structure.) <p>Thinking about the text, what is the relationship between a producer and consumer?</p>	<p>A producer makes things, and a consumer wants them which makes this a great title.</p> <p>When a producer makes a good product, consumers continue to buy the product.</p>
Pages 6-7	What did we hear on pages 4-5 that helps us to understand that needs and wants lead to what is produced?	We heard that producers make what the consumers want. So if people buy a lot of a product, then the producers keep making it.
Pages 8-11	What does the author want us to understand about goods and services? How are they similar and different?	The author wants us to understand that a good is something that we can buy at places like stores, and services are things we can pay money for getting a

		haircut. These two things are similar because they both cost money, but they are different because we can't touch services like we can goods.
Page 13	Let's think back to the question on the previous page. Goods are something you can touch, and a service is something that someone does for you. Can you think of goods and services that might be related?	Food at a restaurant is a good, and the waiter bringing you the food is the service.
Pages 14-15	What is the main idea of these pages? How do the photographs and captions help you understand labor as an economic resource?	The main idea is that workers are an economic resource, meaning they do the jobs of making a good or providing a service. The photographs and captions are examples of people working, or doing a job.
Page 17	These last three chapters were about three different economic resources: land, labor, and capital. How do these work together to keep an economy healthy? 	They work together for a healthy economy because land is needed to grow or make things that people spend money on, workers are needed to make things or provide services that people spend money on, and capital is the money that companies make so they can buy the things they need to make goods and provide services. It takes land, labor, and capital to have things for producers to make and consumers to purchase.
Pages 22-23	How does advertising help the economy?	Advertising is how companies tell us about things we can spend our money on.
Page 25	Think about a time you have seen something advertised. How did the advertisement convince you that you wanted or needed that thing?	I saw an advertisement for a new video game when I was watching T.V. It looked so fun so I told my mom that was what I wanted for my birthday.
Page 27	How does the Better Business Bureau help consumers? So, the Better Business Bureau helps protect the rights of consumers to safe products and services. Do consumers have a responsibility to the Better Business Bureau?	The Better Business Bureau protects consumers from companies that sell bad products. Yes, consumers have a responsibility to report bad companies. This also shows dependence among consumers to take report bad producers.

Page 29	<p>In this last section, we read about balance and how things depend on each other. What is it called when different things depend on each other?</p> <p>Thinking about all of the knowledge you have gained as you listened to this text, what are some examples of interdependence that you heard?</p>  <p>Why did the author write this text? What does the author want you to understand about producers and consumers?</p>	<p>Interdependence is when people and/or groups depend on each other.</p> <p>Consumers depend on producers to make the things they need. Producers depend on consumers to spend money on their products. Producers need a place to produce things and the workers to make those things.</p> <p>The author wants us to understand that it takes producers and consumers both for a healthy economy. We have to keep spending money so that producers can keep making things.</p>
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OX-CART MAN – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT

Text: *Ox-Cart Man*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1130L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is clear and easy to follow with illustrations that add a layer of support to the text.

LANGUAGE FEATURES

The language features are moderately complex. Some sentences span several pages. Some words may be unfamiliar due to the time period.

MEANING/PURPOSE

The purpose of the text is very complex. The text has multiple levels of meaning which are revealed over the text's entirety. Possible levels of meaning include but are not limited to: life in the past; life on a farm; the cycle of seasons; and the relationship between consumers and producers.

KNOWLEDGE DEMANDS

The knowledge demands for this text are very complex. The life experiences and cultural aspects of the text may be uncommon to most readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how the ox-cart man was a producer and a consumer, and how the economic cycle of producers and consumers is ongoing. To achieve this understanding, students will:

- describe the structure of the story (i.e., it begins and ends showing the ox-cart man as a producer);
- explain how the illustrations and words contribute to understanding how the ox-cart man was a producer and a consumer; and
- create an advertisement for one of the ox-cart man's products that uses what is known about consumers to help sell a product.

VOCABULARY

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- collected (embedded)
- sheared (embedded)
- villages (embedded)
- wove (implicit)
- tucked (implicit)

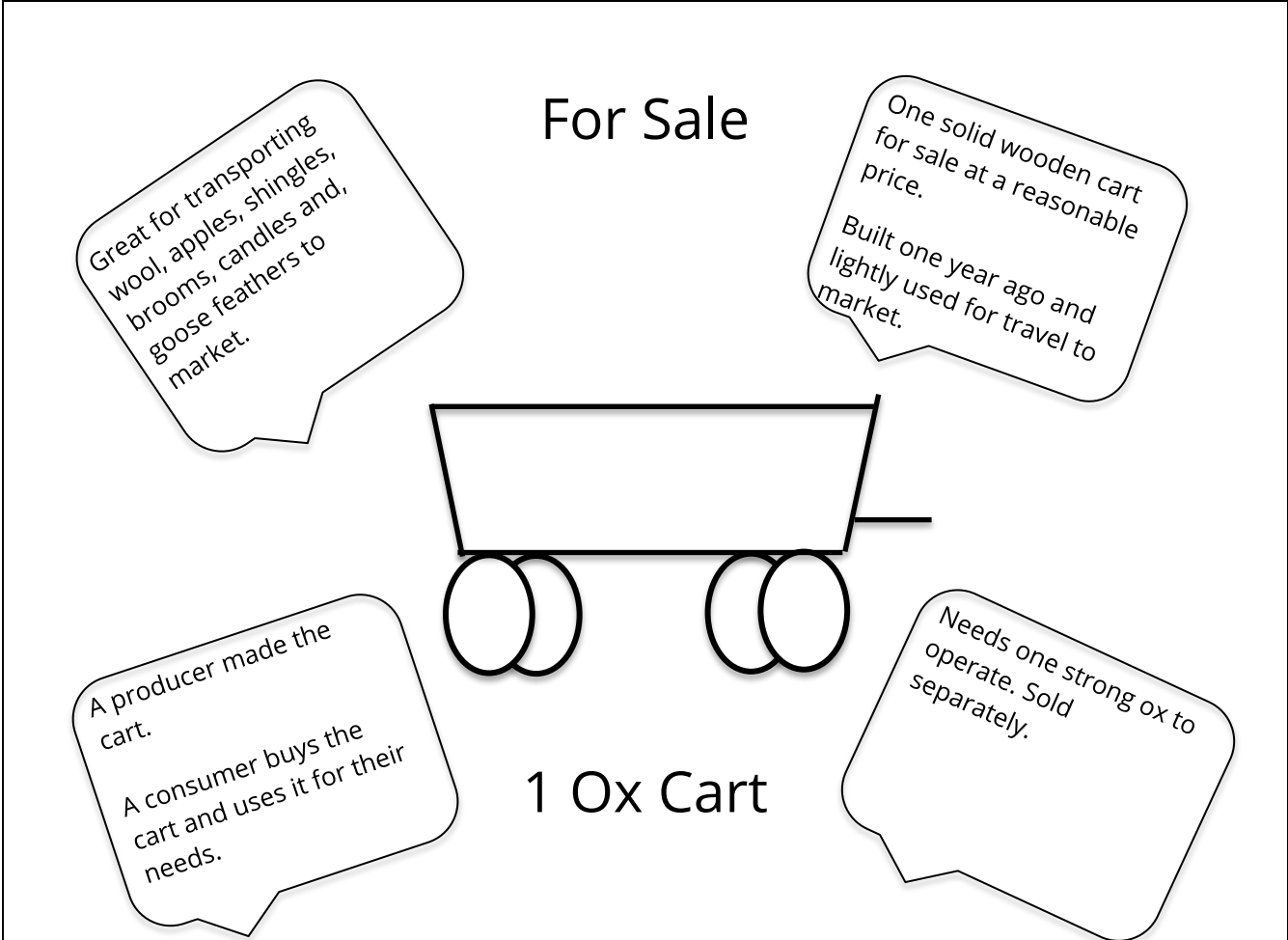
DAILY TASK

Yesterday, we read about how producers use advertising and marketing to convince consumers to buy their products. Today we read about the ox-cart man being a producer and a consumer. Imagine that you work for an advertising agency and have been hired to create an advertisement for one item the ox-cart man produced. Use what you learned yesterday as well as information from today's story to create your advertisement. Please label your advertisement and include information about how it can be used and helpful.




In your advertisement, be sure to use:

- convincing language to sell the product;
- text boxes;
- labels; and
- illustrations to share your information.

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today we are going to read a story that was set in the past. We are going to think about what we have learned about producers and consumers and how that might relate to the ox-cart man. We are also going to think about how this story is an example of an economic cycle like we read about yesterday."</i>	
Page 8	Let's go back to the first page. It said they filled the cart with "everything they made or grew all year long that was left over". What do you think this sentence means?	I think they filled the cart with the things they made or grew that they didn't need or use themselves.

	Do you think they are producers or consumers? Why?	I think they are producers because it tells us about the things he and his family made.
Pages 9-10	Look at the illustrations on these pages, what season is it when the ox-cart man travels with the things his family produced? Where do you think he is traveling since the text says he walked for ten days?	It is the fall season. He is traveling a long way to sell his goods.
Pages 11-12	Our text says he went to Portsmouth and Portsmouth Market. What evidence in the illustration helps you to understand what Portsmouth and Portsmouth Market are?	It looks like a town and a place where people are selling things at stands.
Page 18	Let's think back to the three types of economic resources we learned about in <i>What are Producers and Consumers?</i> . How is the ox-cart man and his family an example of all three?  (This is an opportunity for a collaborative talk structure.)	They lived on a farm, or land where they grew and made the things the ox-cart man sold at the market. He and his family were the labor, and when he sold the goods, he made money, or capital.
Page 20	Now the ox-cart man is buying things with the money he made. What does this make him?	This makes him a consumer.
Page 36	What happened once the ox-cart man returned home? What is the relationship of this family being both a producer and a consumer, and how did that benefit them throughout the story and possibly into their future?  How is this story an example of an economic cycle like we read about yesterday? 	They start making and growing things again. The family made and grew many things that the ox-cart man took to the market to sell. Then he bought new things, like a needle and a knife, so that the family could make more things to sell later. I think this is how they got the things they needed and wanted. I think they will keep making, selling, and buying in the future. The man and his family work so they can make money. When they make money they can buy things. When they buy things, other people make money so that they can buy things. It's like a life cycle, it just keeps happening again and again.

HOW TO MAKE AN APPLE PIE AND SEE THE WORLD – READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT

Text: *How to Make an Apple Pie and See the World*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

590L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The author organized the storyline to describe the process a fictional consumer goes through to obtain the needed international ingredients to make an apple pie. The illustrations are needed for the reader to determine a constant change in setting and mode of transportation to obtain the raw goods from the producers.

LANGUAGE FEATURES

The language features are slightly complex. The text capitalizes on mostly familiar vocabulary (i.e., brush up, harvest time, superb, and stow away) while presenting the text in mainly simple sentences.

MEANING/PURPOSE

The purpose of the text is moderately complex. The author presents the theme of the relationship between international producers and consumers in a clear manner by using illustrations and text support. While the theme is not explicitly conveyed, the pattern of the text supports the reader in inferring the overall meaning.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. The text supports familiar ideas such as farmers produce goods for consumers, but this text supports the idea that relationships can occur both domestically and internationally.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that many of the products we purchase as consumers come from producers across the globe.

To achieve this understanding, students will:

- use text and illustrations to explain how products we purchase come from various places across the globe;
- describe the overall structure of the story (i.e., how it begins with the ingredients needed to make an apple pie, how the little girl obtained the ingredients, and how it ended with using the ingredients to make the pie); and
- write a narrative about a producer that travels the globe to sell his product.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- bound (embedded)
- superb (embedded)
- native (embedded)
- acquaintance (embedded)
- coax (implicit)

DAILY TASK


Imagine you are one of the producers from *How to Make an Apple Pie and See the World*. When the little girl came to your country to buy your goods, you realized that there may be other people from across the globe that would like your products. Write a narrative piece from the perspective of one of the producers in this text as they travel the globe to sell their goods.




In your writing be sure to:

- include details to describe actions, thoughts, and feelings;
- use time order words to signal event order; and
- provide a sense of closure.

POSSIBLE STUDENT RESPONSE

I have the best cinnamon in the world. I must find a way to get my cinnamon to people from across the globe who want to make delicious apple pie! First, I must tiptoe past sleeping leopards and slithering snakes. Then, I will take a ship across the sea to France. I can set up a stand to sell my cinnamon on the street. Then, I will hop on a train to Italy. Here I will wait for passengers to smell my sweet cinnamon and even let them have a taste. Then they will want to buy all my cinnamon. Finally, I will rent a car and drive to England. I will knock on every door looking for little girls that need cinnamon to bake apple pies. I know everyone will love apple pies that are made using cinnamon from my country!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today we are going to read a narrative about a little girl who needs certain ingredients, or goods, to make an apple pie. We normally just go to the store to buy goods, yet today's text will help us think about places where goods are produced."</i>	
Page 5	So the little girl wants to make an apple pie but the market was closed. Now she is catching a ship that's bound, or heading, to Europe. Why might she need to take her shopping list with her? What does it mean that she is brushing up on her Italian?	I think she is going to shop for the ingredients in Europe, and in Europe people might speak Italian so she needs to be able to speak their language.
Page 9	Let's think back to the beginning of the book. Why is she hopping a train to France to find a chicken?	The shopping list had eggs, and eggs come from chickens.
Page 11	Let's think about this sentence, "Coax the chicken to give you an egg". What do you think the word coax means? We have been learning about producers and consumers. What is this text helping us understand about producers?	I think coax means to try and convince the chicken to lay an egg. The text is showing us that there are producers all over the world.
Pages 12-13	What are you noticing about the mood of this story? How is the author conveying that mood?  (This is an opportunity for a collaborative talk structure.) What might be real in this story, and what parts are made up?	The story is kind of silly. The girl is taking a whole chicken with her for just one egg, and now the man in this illustration is telling the elephant to be quiet. I think it's real information about where certain goods can be found, like the cinnamon coming from this type of tree in the rain forest. But it's a made up story about this little girl traveling the world getting different ingredients for her pie.

Page 17	<p>Think back to our text, <i>What are Producers and Consumers?</i> and the definition of a consumer. Is the little girl a consumer, and how do you know? What are some examples of the little girl being a consumer?</p> 	<p>I don't think she is a consumer because she isn't buying anything. She didn't purchase the cinnamon or the salt, she just got it from the land and water.</p> <p>I think she is a consumer because she is getting the goods that she needs. Maybe she paid the farmers for the chicken and the cow. The text doesn't say that she didn't buy them.</p>
Pages 18-19	<p>So far the little girl has traveled in several different ways to obtain her ingredients for the apple pie (ship from the United States to Europe, train to France, boat to Sri Lanka and Jamaica, and now a plane ride home to the United States). When the author said, "Better fly home. You don't want the ingredients to spoil", what was the author trying to tell you by selecting those words?</p> 	<p>The author was trying to tell me that maybe she lives far away from Jamaica. Since it's so far she needs a faster way of traveling home so that her ingredients don't go bad and cause her pie to be rotten.</p>
Page 23	<p>The little girl was dropped off in Vermont, a state in the United States. The last sentence on this page is, "Then hurry home." Where do you think the little girl lives? What evidence in the text makes you think that?</p>	<p>I think she lives somewhere close by because she is in a bus in the illustration. Buses don't go very fast and we know she doesn't want her ingredients to spoil, so she must live close to Vermont in the United States.</p>
Pages 24-25	<p>When the girl arrived at home the text said she had to take nine additional steps before the pie was ready. Why couldn't she just make the pie immediately (right away)?</p>  <p>How does this text help us understand that goods consumers buy come from across the globe?</p>	<p>She couldn't use the (raw) ingredients as is because they were not ready to go into the pie yet. For example, she had to milk the cow, boil the sugar cane to get the sugar, churn the milk into butter, talk the chicken into laying an egg, etc.</p> <p>This text helps me understand that many things come from different places because the little girl had to travel to many places to get the ingredients for her pie.</p>

MISS LADY BIRD'S WILDFLOWERS: HOW A FIRST LADY CHANGED AMERICA – READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *Miss Lady Bird's Wildflowers; How a First Lady Changed America*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Approximately 940L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. Beautiful illustrations support the reader in interpreting the text that contains one time shift before chronically following the life of Lady Bird Johnson and her work with the creation of the National Wildlife Research Center.

LANGUAGE FEATURES

The language features are moderately complex. The language used is easily understood and mostly familiar to the reader. While some of the sentences are complex, the wording is not overly academic which makes the text accessible.

MEANING/PURPOSE

The purpose of the text is very complex. This text contains multiple levels of meaning surrounding the life of one of our First Ladies and the responsibilities of American citizens.

KNOWLEDGE DEMANDS

The knowledge demands for this text are very complex. Through the storyline and use of illustrations, the reader engages multiple cultures and cultural elements and explore multiple themes and experiences that are uncommon to most readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that Miss Lady Bird's actions are examples of her being a responsible citizen.

To achieve this understanding, students will:

- determine the central message that keeping our nation beautiful is a responsibility;
- describe how Miss Lady Bird responded to major events in the story;
- describe how events from early in Miss Lady Bird's life shaped her actions later in life; and
- use evidence from the text to form an opinion about whether or not keeping America beautiful and clean is a responsibility of all citizens.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- cluttered (explicit)
- enchanted (embedded)
- soothed (embedded)
- companions (explicit)
- ceremony (embedded)
- dismal (explicit)
- implored (explicit)

DAILY TASK

As a concerned citizen, you have noticed that the roadways in your community are filled with litter and cars that no longer work. You have decided to write a letter to the local transportation commissioners to discuss your concern. You have been told that the commissioners will want to know if you believe having clean roadways is a responsibility of all citizens. Share your opinion with them and use evidence from the text to support your opinion.

In your letter, remember to:

- state an opinion;
- supply evidence that support the opinion;
- use linking words to connect opinion and reasons; and
- provide a concluding statement or section.

POSSIBLE STUDENT RESPONSE


Dear Transportation Commissioners,



I am writing to share my concerns about the roadway conditions in our community. In the last several months, our roadways have become cluttered with trash and vehicles that no longer work. Recently, I have learned about Lady Bird Johnson and her work with the Highways Beautification Act. In my opinion, we all deserve to be surrounded by beauty instead of trash. It is the responsibility of all citizens to keep America beautiful and clean. The work of Lady Bird supports my opinion because she worked with the leaders of the country to create the Highway Beautification Act which helped to clean up the roads. She believed this was an important responsibility which is why she worked so hard to make it happen.



Clean roadways are a responsibility because, as citizens, we must help keep our world clean by not throwing trash on the road or leaving broken vehicles. Lady Bird taught the idea of responsibility when she worked with her own children. Without doing our part and being responsible, our communities will not be pleasant places to live and enjoy.

Let's work together to clean our roadways!

Sincerely,
Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today we are going to read about a lady that believed that having a beautiful country was an important responsibility. We are going to learn how she worked with the government to make sure everyone could enjoy the right of being surrounded by beauty."</i>	
Page 6	<p>How do the words and the illustrations on this page work together to help you understand what the author meant when she described the brick house as enchanted?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>There are lots of beautiful flowers that are bright and colorful. The words say the house was surrounded by a thick pine forest. The illustrations show that there were trees all around. Creamy blossoms must be the white-colored flowers. I think enchanted means something like magical because it's so pretty.</p>

Page 9	What from the text or illustration helps us know that little Lady Bird was the loneliest of all?	The illustrations shows her looking out the window at her mother's chair, and she is all alone.
Page 10	Let's go back and reread pages 4 and 5. Here we see Lady Bird as an adult, and the author tells us that Lady Bird loved wildflowers. Then the time shifts, and we start reading about Lady Bird as a child. What sentence on page 5 helps us understand why the vision of her mother holding a bouquet of bluebonnets soothed her? What else do we know about Lady Bird that helps us to understand why this vision soothed her? 	She said, "wildflowers are the stuff of my heart". We also know that she missed her mother.
Page 15	What does the author mean when she says that the flowers became companions for Lady Bird?	Lady Bird talked to the flowers like you might talk to a friend.
Page 16	When Lady Bird helped in her father's general store, was she helping consumers or producers? Please justify your answer by using information from other texts we have read. 	I think she was helping consumers. Her father had a general store, and it looks like she is sitting behind the counter to sell things to people. There was a store like this when the ox-cart man bought things to take back home.
Page 20	As Lady Bird grew up, went to college, and married, what were some of the things she always loved to do and see?	She always loved being outside and loved seeing all the plants and trees. She loved flowers the most.
Page 23	What is one of the problems Lady Bird notices about Washington, D.C.? What do you think she might do to help solve the problem?	There was so much pavement, and it was dirty. She might plant flowers.
Page 27	What do you think it means when the text says that one of Lady Bird's first responsibilities was to help her country heal after her husband became president?	The country was sad because John F. Kennedy had been killed, and she took the responsibility to help the country feel better.
Page 28	Here the text says that from her own experience she knew that beauty would help the country recover. Think back in our text. What would have given her such an experience? What did she use to make the	When she lost her mother, the vision of the bluebonnets soothed her. She used flowers because I think she feels that having more flowers for people to see

	country beautiful?	will sooth them.
Page 33	<p>When Lady Bird told the farmer, "I'll pay you for your wildflower seeds", was she a consumer or producer. Please explain.</p>  <p>How could she switch her role?</p>	<p>She was a consumer because she bought the seeds that the farmer had on his land.</p> <p>She would become a producer if she packaged and sold the seeds to others.</p>
Page 37	<p>What evidence does the text provide that helps us understand that Lady Bird felt it was a responsibility to keep America beautiful with flowers?</p> <p>Do you believe it is a responsibility of all citizens to keep America beautiful? Why or why not?</p>  <p>Why do you think the author wrote this book?</p>	<p>We read that she wanted her own children to plant flowers and be responsible for taking care of them. We also read that she felt that everyone should have beautiful things to look at instead of trash.</p> <p>I think we all have this responsibility. I don't want to look at trash on the roads. I'd rather look at flowers. We have to make sure we don't throw trash on the roads so that we can enjoy the beautiful flowers that are there because of Lady Bird.</p> <p>I think the author wanted us to know why we have wildflowers on the sides of the road. I think the author wants us to remember Lady Bird Johnson and how she worked to make sure we have beautiful roadways.</p>

MISS LADY BIRD'S WILDFLOWERS: HOW A FIRST LADY CHANGED AMERICA – READING 2, QUESTION SEQUENCE 2, DAILY TASK 13

TEXT
<p>Text: <i>Miss Lady Bird's Wildflowers; How a First Lady Changed America</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
Approximately 940L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. Beautiful illustrations support the reader in interpreting the text that contains one time shift before chronically following the life of Lady Bird Johnson and her work with the creation of the National Wildlife Research Center.	The language features are moderately complex. The language used is easily understood and mostly familiar to the reader. While some of the sentences are complex, the wording is not overly academic which makes the text accessible.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is very complex. This text contains multiple levels of meaning surrounding the life of one of our first ladies, and the responsibilities of American citizens.	The knowledge demands for this text are very complex. Through the storyline and use of illustrations, the reader engages multiple cultures and cultural elements and explore multiple themes and experiences that are uncommon to most readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will review the branches of government as they work to understand how Lady Bird Johnson's actions represented a responsible citizen during a time of hardship.

To achieve this understanding, students will:

- infer how Lady Bird's actions represents being responsible;
- explain the importance of being a responsible citizen during times of hardship; and
- write to explain, using information from all unit texts, how Mrs. Johnson exemplified a responsible citizen during a specific time frame, and how that by being responsible she protected rights.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- politics (explicit)
- dismal (explicit)
- thrive (embedded)
- boundless (embedded)
- mourning (embedded)
- landscapes (embedded)

DAILY TASK

You are creating a script for a junior historian documentary about how Lady Bird Johnson handled a very difficult time in our country as her husband became president after the death of John F. Kennedy. Consider the events that occurred during this time frame, as well as all the information you gained throughout our study to write a script explaining how Lady Bird exemplifies being a responsible citizen.

In your script be sure to:


- introduce the topic;
- use facts from the text to support your examples;
- explain the importance of being a responsible citizen;
- explain how being responsible also protects rights; and
- provide a concluding statement or section.



provide a concluding statement or section.

POSSIBLE STUDENT RESPONSE

Lady Bird Johnson was one of our country's first ladies. She became our first lady during a very difficult time for the United States. Our president had died and her husband became president because he was the vice president. Lady Bird knew that one of her greatest responsibilities was to help the country heal. Her love of nature and plant life led Lady Bird to teach citizens both young and old to take care of their

landscape and plant life. It was her belief that, by learning to care for nature, people became more responsible. She also believed that more responsible people became better citizens. Lady Bird's work turned into a law when the Highway Beautification Act was passed. Once it became a law, having clean highways became a right. However, Lady Bird's example and work taught that to have a right you must be responsible.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: In this sequence, begin reading on page 22 and read to the end of the first paragraph on page 30.</i></p> <p><i>Teacher's Script: "Today, we are going to begin later in the text to review the branches of government as we consider how Lady Bird Johnson represented a responsible citizen during a difficult time for our country. We will also think about how her being responsible protected the rights of many United States citizens."</i></p>	
Page 22	Lady Bird's husband was part of the United States Congress. Think back to all we have learned and tell me what branch of government Congress belongs. Please explain.	I know that Congress belongs to the legislative branch because we read it in <i>The Three Branches of Government</i> .
Page 24	<p>Here we read about how Lady Bird believed that caring for plants helped children grow into great citizens. What do you think this belief meant to her?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	I think it meant that, by caring for the plant, a child became more responsible and that responsible people make better citizens.
Page 27	<p>Lady Bird's husband, Lyndon, was vice-president and became president. What branch of government did that make her husband part of?</p> <p>In the last paragraph we read that "one of Lady Bird's first responsibilities was to help her country begin to heal." This was followed by a quote from Lady Bird when she wrote, "Now the time has come to get the wheels of life rolling again." From this, how do you think</p>	<p>The president is part of the executive branch.</p> <p>She took this responsibility very seriously and felt she could help life in the country get back to normal.</p>

	she felt about this responsibility?	
Page 28	<p>On this page we learn of a law that Lady Bird was involved in supporting during this time of healing for our country. What is the name of the law?</p> <p>Let's think back to what we know about these branches of government. The text says that the Highway Beautification Act was passed by Congress. What do we know about how laws are passed? What needed to happen for there to be a law that changed the landscape of the roadways? What words on this page help us understand that her husband, the president, agreed with this bill?</p>  <p>Refer back to the text and think about what this law caused to happen around our country?</p> <p>Thinking about what we have read about Lady Bird today, why did she support the Highway Beautification Act?</p>  <p>How is this text an example of interdependence?</p>	<p>The Highway Beautification Act was supported by Lady Bird.</p> <p>We learned in the article, "How a Bill Becomes a Law" that first there is an idea. Lady Bird had an idea to help the country heal. Then there's a bill written that is voted on by Congress. Then the president has to sign the bill into law. The text said that the president urged Lady Bird.</p> <p>The law helped our country begin to heal because it gave them something beautiful to see on the roadways.</p> <p>From today's reading, we know Lady Bird felt it was her responsibility to help the country heal during this difficult time. We also know that she found beauty in her surroundings and thought that by caring for nature, people became more responsible.</p> <p>This text shows us that people depend on others. It also shows us an example of an idea that turned into a law and why that law was needed.</p>

END-OF-UNIT TASK**END-OF-UNIT TASK**

Your principal wants to create a school constitution. Since you are now the president of the Student Government Council, it's your job to write a proposal for what the three branches of your student government will do, what the constitution should include, and how you will create an economy of producers and consumers that will benefit all students. In the section about the school constitution, be sure to write a detailed description of the school constitution and how the three branches of government will function, be responsible for governing the citizens in your school, and work together. In the section about the economy, explain how you will create an economy of producers and consumers within the school.

In each section of your proposal be sure to:

- introduce the topic of the section;
- use facts and definitions about our government's constitution, branches, and economy to provide information about your proposal;
- use vocabulary from the unit; and
- provide a concluding statement to each section.

STUDENT RESPONSE**Student Government Proposal**

Our school's constitution can be a beneficial document for all students, teachers, and staff. We will have three branches of government just like our country. The executive branch will include the principal. He will be responsible for keeping our school safe. He will also be responsible for signing all the proposed rules, or bills, into official school rules. If the principal doesn't agree with one of the proposed rules, he can either veto the rule, or ask the legislative branch to revise the rule. The legislative branch will be teachers and staff. Each grade will have one teacher that represents all teachers, and the other staff members, such as the custodian and cafeteria staff, will have one representative. This will be like our Congress. These Representatives will be responsible for taking ideas from the citizens, or students, and debating with the other Representatives which ideas should be made into rules to pass on to the principal for making official. They will meet once a month to discuss the ideas students have presented. The legislative branch will also be responsible for writing a Student Bill of Rights to make sure the students' rights are protected. The judicial branch will be the assistant principal. If a student breaks one of the school rules, the assistant principal will judge if the student is guilty or not. This constitution will help make sure that the needs of the student citizens are being met in a fair way.

We will have an economy of producers and consumers in our school in order to raise money for things like Field Day, class trips, and new playground equipment. Each month students will make items to sell in our school store. This might include things like book protectors, artwork to display in the halls, or pencil boxes made out of shoe boxes. Parents will donate items such as candy, drinks, and pencils. Students, staff, parents, and other visitors can purchase items from the store. Students will work as volunteers in the school store during their lunch or recess. Some of this money will be used to purchase the things students need to make more items to sell. The rest of the money will be used to go towards things like

field trips and school equipment. Having an economy like this of producers and consumers will help our school get the things we want and need.

END-OF-UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (1)	Needs More Time (2)	Meets Expectation (3)	Above Expectation (4)
Content (Text-based evidence)	-Attempts to address the task, but ideas are unclear. -Lacks supporting details or evidence from the text(s).	-Partially addresses the task. -Includes some supporting details or evidence from the text(s).	-Generally addresses the task. -Includes adequate supporting details or evidence from the text(s).	-Fully addresses all parts of the task. -Includes relevant and sufficient supporting details or evidence from the text(s).
Word Choice (Content Vocabulary)	-Uses little, if any, appropriate language.	-Uses inconsistent command of language.	-Uses adequate command of language.	-Uses consistent command of language.
Mechanics	-Demonstrates little, if any, use of grade-level conventions of standard written English.	-Demonstrates inconsistent command of grade-level conventions of standard written English.	-Generally demonstrates adequate command of grade-level conventions of standard written English.	-Demonstrates consistent command of grade-level conventions of standard written English.
Structure	-Writing is too limited to discern a mode of writing.	-May attempt to utilize a mode of writing.	-Utilizes a mostly consistent mode of writing.	-Utilizes a consistent mode of writing.

Total: _____

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings</i>*)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? 	

How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons?

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson